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ABSTRACT

This booklet is one in a series which describes a competency-based teacher education program developed by the staff of the Department of Vocational and Applied Arts Education at Wayne State University. This booklet discusses instructional systems and accountability, which are two important facets of the program. Part I describes a model of the competency-based instructional system, which utilizes a systems approach to program development. The elements of the system, including competencies, performance objectives, needs assessment, delivery system, and evaluation plus the general procedures followed to implement the system are covered. Part II presents an accountability model designed to facilitate the implementation of an instructional system. The accountability model allows for input from the teacher, student, and administration. A booklet describing the competencies and performance objectives is available as VT 019 884, and a progress report is available as VT 019 885 in this issue. (SB)

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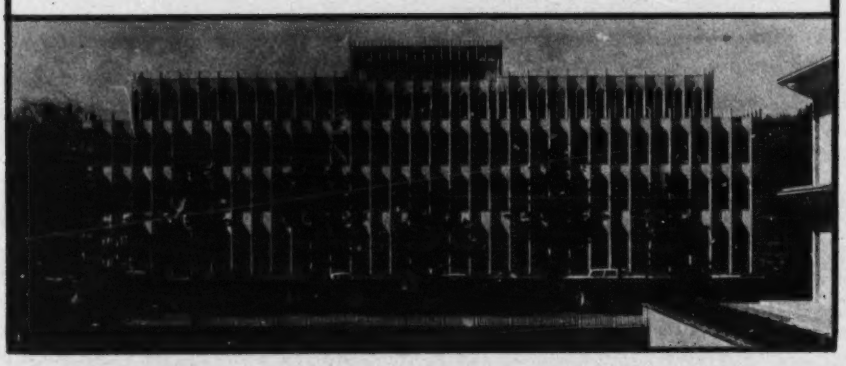
TWO VAE SYSTEM MODELS

DEPARTMENT OF VOCATIONAL
AND APPLIED ARTS EDUCATION

WAYNE STATE UNIVERSITY
DETROIT, MICHIGAN 48202
NOVEMBER, 1972



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Competency-Based Teacher Education
Series, No. 2

TWO VAE SYSTEM MODELS:

A MODEL FOR A COMPETENCY-BASED INSTRUCTIONAL SYSTEM

Fred S. Cook
and
Rita C. Richey

THE VAE ACCOUNTABILITY MODEL

Developed by
The VAE Faculty

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November, 1972

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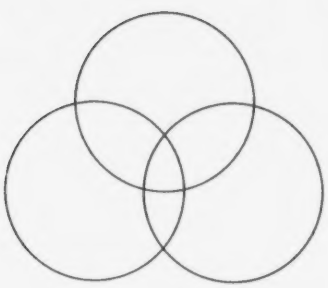

VAE SYSTEMS PROJECT

The Department of Vocational and Applied Arts Education (VAE) was established by the College of Education at Wayne State University in January 1971. It is composed of three former departments: Business and Distributive Education, Family Life Education, and Industrial Education.

The VAE Systems Project* is a total effort of this new Department to develop a competency-based teacher education program. The project has two major facets, an instructional system and a management information system.

This pamphlet is one of a series which describes this new competency-based system.

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*This project is partially sponsored by the Vocational Education and Career Development Services, Department of Education, State of Michigan.

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INTRODUCTION

The development of the new competency-based teacher education program at Wayne State University has led to careful delination of two concepts now being widely discussed: (A) Instructional Systems, and (B) Accountability. While both of these topics are frequently examined in the literature, it was still essential for VAE to carefully define in operational terms each topic in relation to the Department's own needs and existing practices.

Instructional Systems

The first model in this booklet, "A Model For A Competency-Based Instructional System," describes the application of a systems approach to the design of the VAE Competency-Based curricula. The elements of the system and the general procedures followed to develop and implement the system[1] are covered. This position paper will explain the framework of the design of both a program and its component courses. It is the theoretical blueprint for our program development. Furthermore, it is a design which is compatible with the plan for improved instruction advocated by the Michigan State Department of Education in 1972.[2] The VAE Pre-Certification Program developed according to this model is being implemented during the 1972-73 school year.

Accountability

The VAE programs developed according to our instructional systems design provide for accountability. However, when one implements a new program, it becomes increasingly clear that a program which merely provides for accountability is inadequate. To establish accountability as a working notion and an integral part of the systems feedback process, it is necessary to define the operating procedures which will cover the major facets of a department's activities. "The VAE Accountability Model," the second of the two models presented in this booklet, is the latest copy of an evolving document which is VAE's guideline for accountability implementation.

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[1] For a detailed description of the development procedures followed, see Booklet No. 3 in this Competency-Based Teacher Education Series.

[2] A Position Statement on Educational Accountability. Michigan Department of Education, 1972.

A MODEL FOR A COMPETENCY-BASED INSTRUCTIONAL SYSTEM

BY

FRED S. COOK
AND
RITA C. RICHEY

Competency or performance based instructional programs are being widely discussed, and at times, implemented in teacher education programs.[1] The following model describes a systems approach to teacher education which utilizes the tenets of competency-based instruction. This competency-based instructional program has five elements--competencies, performance objectives, needs assessment, delivery systems, and evaluation. Each component is closely related to the others, and together they form the bases of programs which provide for accountability.

COMPETENCIES

When a person is competent, he has ". . . sufficient knowledge, skills, and judgment . . ."[2] to perform a task effectively as measured by a given standard of performance. Translated into the framework of a vocational teacher education program, a complete set of teacher competencies would describe those skills which an effective vocational teacher could demonstrate.

The distinction between "performance" and "competency" is elusive. The literature and even groups actually working on competency-related projects were unable to provide a definition. Thus, a functional definition of "competency" was devised:

DEFINITION: A competency is knowledge, skills, and judgment which the student will demonstrate at a pre-determined proficiency level before initial and/or continuing certification.

Our actual list of competencies was based upon the first Cotrell list of competencies which resulted from a project at the Ohio State Center for Vocational and Technical Education.[3] However, this list was substantially modified by the

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[1] Elam, Stanley, "Performance-Based Teacher Education: What is the State of the Art?" American Association of Colleges for Teacher Education, December, 1971.

[2] Webster's Third New International Dictionary (Springfield, Mass.: B & C Merriam Co., 1968), p. 463.

[3] The VAE Competencies are based upon the competencies listed in "Model Curricula for Vocational and Technical Teacher Education: Report No. 11--General Objectives--Set 1," (Columbus, Ohio: The Center for Vocational and Technical Education, 1971), by Calvin J. Cotrell, et al.

Wayne State VAE faculty to reflect the emphases and concerns of our program. Adding, deleting, and changing terminology will probably be an essential process for each institution as it develops its own competency list.

Finally, to prepare a competent teacher, it is necessary to analyze each competency, or skill, and identify its component parts. These parts become the specific performance objectives[4]--behaviorally written objectives for each facet of the teacher education program.[5]

PERFORMANCE OBJECTIVES

The performance objectives become the vehicles by which the competencies are embedded in the actual instruction.

Our performance objectives are written in terms of learning content only. They are not intended to specify the delivery systems a professor must use to achieve these objectives. By eliminating mention of anything related to the teaching process, the performance objectives form the curriculum parameters of a competency-based system without infringing upon the rights of the professor to alter means of achieving the specified ends. Thus, the variables of student characteristics, faculty expertise, and available facilities, as well as a desire to try something new can still be recognized. The objectives become the common thread throughout each course offering, regardless of the instructor, or when the course is taught. In this way specified objectives of the graduating students are always established, but the variety of approaches, an asset of a diverse faculty, is still maintained.

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[4]"Performance Objectives" is used synonymously with behavioral objectives, performance goals, and instructional objectives.

[5]The VAE performance objectives have been formulated by following the Model presented in Behavioral Objectives and Instruction by Robert J. Kibler, Larry L. Barker, and David T. Miles (Boston, Mass.: Allyn and Bacon, Inc., 1970). Three kinds of objectives are developed--general educational objectives, informational objectives, and planning objectives. The general educational objectives are broad and non-behavioral. Informational objectives have these specified components:

1. Who is to perform the desired behavior
2. Actual Behavior to be demonstrated
3. The Result or Product of the behavior which will be evaluated.

The planning objectives have the three components of the informational objectives plus two more:

4. The Relevant Conditions under which the behavior is to be performed.
5. The Standard or Criteria used to evaluate the performance.

RELATIONSHIP BETWEEN COMPETENCIES AND PERFORMANCE OBJECTIVES

Competencies and performance objectives are related. The mastery of several performance objectives would enable the student to demonstrate a competency. To illustrate, below is one of the competencies of an effective VAE teacher, and two of the performance objectives that must be mastered to demonstrate this competency.

Competency

Determine student needs and goals[6]

Performance Objectives

1. Using the VAE list of methods (includes methods which each intern must use at least once during the intern teaching experience), the intern will experiment with a variety of methods and the techniques for making them effective which have been selected to meet the interests, needs, and abilities of the individual student. This list will be provided at the start of the intern teaching experience. Seventy-five percent of the methods listed and all of the required methods must be used in the intern teaching experience at least once.

2. Through his involvement in large or small seminar groups, the intern will discuss his strategy for planning differentiated assignments to provide for individual differences. The intern may use as a basis for the discussion, strategies:

   a. used by the cooperating teacher.
   b. currently being implemented in the classroom or laboratory by the intern.
   c. used by other teachers the intern has observed.
   d. incorporated into methods and techniques selected and experimented with as part of objective No. 2.

   As part of his discussion, the intern will state how cognitive, psychomotor, and affective learning activities are incorporated into the intern's strategies for planning differentiated assignments to provide for individual differences.

Thus, the competency is general and program related and the performance objectives are specific and course related.

Our master list of competencies was used to check the content validity of the instruction. This was accomplished by matching a group of performance objectives to each competency on the list.[7]

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[6]Cotrell, Calvin J., et al., "Model Curricula for Vocational and Technical Teacher Education: Report No. 11--General Objectives--Set I" (Columbus, Ohio: The Center for Vocational and Technical Education, 1971), p. 12.

[7]Competencies and Performance Objectives, Competency-Based Teacher Education Series, No. 1 (Detroit, Michigan: Vocational and Applied Arts Education, Wayne State University, 1972).

NEEDS ASSESSMENT

Needs assessment in this design will include testing of both exit and prerequisite skills. The exit test, given before instruction, can determine which performance objectives the student has already mastered. If the student can demonstrate a portion of the skills, instruction will be provided for the remaining skills. If the student demonstrates his mastery of all of the objectives, then he can immediately exit from that part of the system and receive credit without putting in "seat time."

The test of prerequisite skills is the next major category of pre-instruction diagnosis. Before a student begins any portion of the instructional sequence, he must demonstrate that he possesses those skills upon which the instruction is based. The prerequisite skills are identified through a process of: (1) sequencing the course objectives; and (2) conducting a task analysis to break down each behavior into the major component parts.

Both course specific prerequisites and general program prerequisites are identified. And two types of test instruments result. There is the short rather specific test which may cover, for example, a concept taught in a previous course upon which this instruction is dependent. These prerequisite skill tests may be administered at the beginning of a course or a unit.

The second and more general type of prerequisite skill test may be administered upon admission to the Department. Here skills which are deemed to be crucial to the entire program are tested. For example, these skills may include basic written and oral communication abilities.

DELIVERY SYSTEM

No attempt is being made to standardize the delivery systems to be used in the instructional program. These are the prerogative of the individual professors. The design of this instructional system allows the continued use of the many existing modes of instruction: lectures, small group discussion, microteaching activities, field experiences, etc.

However, the Department has agreed implicitly and explicitly that the competencies need not be attained through formal courses. In an effort to try out other instructional methods (or delivery systems), some courses in the undergraduate pro-

gram are being taught using individualized learning kits. Students are self-paced, and a variety of learning experiences are incorporated into each kit. Films, seminars, microteaching, slide-tape programs, and individual conferences are some aspects of instruction.

EVALUATION

Evaluation consists of two major processes: (1) exit test at the end of instruction to determine if the student has then mastered each performance objective, and (2) a follow-up of the student as he demonstrates these skills on the job. These two processes comprise the basis for feedback into the system and subsequent revision.

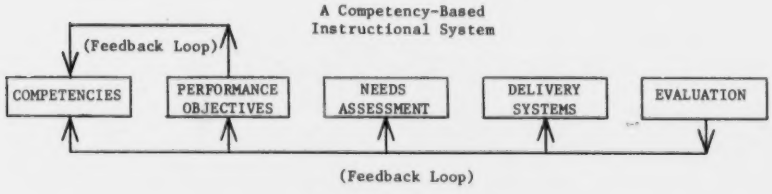
The evaluation process is initiated during the try-out period for each subsystem. Test performance, student reactions, faculty reactions--all become input change before the instruction continues. For those courses which are trying out individualized learning kits, the students' self-reported work-time data become crucial to both overall course design and specific learning experiences. However, the most important program evaluation will be based upon the follow-up studies of graduates, and subsequently, of the students of these newly certified teachers.

SUMMARY

This model of a competency-based instructional system consists of five major elements--competencies, performance objectives, needs assessment, delivery systems, and evaluation. Figure 1 below illustrates the entire design.

Figure 1

A Competency-Based Instructional System



All parts of the instructional system are based upon competencies--skills which the student will demonstrate at a pre-determined proficiency level before initial and/or continuing certification.

A MODEL FOR ACCOUNTABILITY

BY

VAE FACULTY

THE VAE ACCOUNTABILITY MODEL

This model[1] outlines the specific operations which are designed to facilitate the implementation of an instructional system which establishes accountability. Since such a model reflects the major facets of an educational unit, it must necessarily be changed to correspond with any new developments in the program. This document then is actually *the current stage of a model which will be continually evolving.*

The VAE Accountability Model is divided into three categories:

I. Program Accountability--This includes the instructional or classroom operations of the VAE Program.

II. Process Accountability--This focuses on the non-classroom procedures the staff follows in the day-to-day departmental operations.

III. Professional Accountability--Included here are those responsibilities which one has to himself as a professional.

Each category defines the accountability of three points of view--the instructor, the student, and the administration. Taking each component, this paper lists the areas for which each is accountable and to whom they are accountable.

Both the structure of the model and the specific points listed in it reflect a definition of accountability which incorporates two major components:

a. Responsibility for achieving instructional objectives which have been previously explicated.[2]

b. Expectation that each member of an organization answer to someone for doing specific things according to specified plans and against certain timetables to accomplish tangible results.[3]

Thus, the VAE Accountability Model is attempting to encompass both the product and the processes of an educational program.

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[1]The VAE Accountability Model was initially developed by faculty committees. The first committee met during the Haven Hill Retreat (March 21-26, 1971). Members of this committee were Mr. Gerald Baysinger, Mrs. Kathleen Herschelmann, Mrs. Bette LaChapelle, and Mr. Frank Palmieri.

The second committee which continued to explore the notions of accountability consisted of Dr. Thomas Burford, Dr. Marian McMillan, Dr. Charles Sechrest, and Mr. Edward Walker. Dr. Frank Lanham was Chairman of this group which worked during the Butzel I Faculty Retreat (June 11-16, 1972).

The actual Accountability Model was drafted during the Summer, 1972, by a committee Chaired by Dr. Marian McMillan. Also working on this committee were Mrs. Bette LaChapelle, Dr. Charlotte Neuhauser, and Dr. Rita Richey. This copy was subsequently modified during the Butzel II Faculty Retreat (September 17-19, 1972) by the entire faculty. Final approval was given to the Model on October 6, 1972.

[2]Popham, W. J., "Instructional Objectives Exchange, 1960-1970." CSE Reprint No. 19, 1970. Center for the Study of Evaluation, University of California, Los Angeles.

[3]Lopes, F. M., "Accountability in Education," Phi Delta Kappan, 1970, 52, p. 231.

I. PROGRAM ACCOUNTABILITY

Program Accountability includes those prime activities related to instruction. Not only instructors, but students and the Administration are accountable for many of the activities which lead to students acquiring the competencies of a teacher. Part I identifies these aspects of the VAE Accountability Model.

A. THE INSTRUCTOR WILL BE:

ACCOUNTABLE FOR:	ACCOUNTABLE TO:	ACCOUNTABILITY IMPLEMENTATION PROCEDURES
1. Identifying performance objectives for classes with which he is involved.[1]	1. Curriculum Area and/or VAE Faculty Field Service Committee[2] (intern seminar and teaching objective[4])	1.1 Curriculum Coordinators--responsible for Curriculum Area objectives. Field Service Committee--responsible for Intern Seminar-Teaching. Administrative Committee--responsible for "19" series. 1.2 Periodic check by Curriculum Coordinators/Field Services Committees/ Administrative Committee 1.3 Department Chairman then takes responsibility to talk to anyone not identifying needed objectives. 1.4 COPR Committee submit: --deadline dates --date for reporting to VAE Faculty 1.5 Final responsibility--VAE Faculty
2. Being knowledgeable of the performance objectives for the courses he teaches in the VAE program	2. Himself, Students, VAE Faculty	2.1 Curriculum Coordinator--responsible for curriculum areas 2.2 Administrative Committee--responsible for "19" series 2.3 Field Service Committee--responsible for intern seminar/teaching.

[1]At the current time the VAE faculty member works with the VAE Systems Staff member who writes the objective using the format identified in Behavioral Objectives and Instruction by Kibler, Barker, and Miles.

[2]Throughout this model, the references to Field Service Committee indicates accountable only to intern seminar/teaching.

ACCOUNTABLE FOR:	ACCOUNTABLE TO:	ACCOUNTABILITY IMPLEMENTATION PROCEDURES
		2.4 Final responsibility--VAE Faculty
3. Providing opportunity for students to achieve all stated objectives	3. Student	3.1 Collection of student evaluations for respective courses (See Student Accountability B. 1)
		3.2 Final responsibility--VAE Students
4. Selecting, developing, and supplementing delivery systems.	4. Curriculum Area and/or VAE Faculty, Field Services Committee	4. Same chain of responsibility as in item 2 above.
5. Collecting and submitting data for each student.[3]	5. Undergraduate Curriculum Committee COPR Sub-Committee, Field Services Committee	5.1 Same chain of responsibility as identified in 1.1, 1.2, and 1.3 above.[3]
		5.2 COPR Committee establish due date for data.[3]
		5.3 VAE Systems Staff will establish processes for data collection.
6. Making recommendations for curriculum change and/or additions. (See specific area in Footnote #3.)	6. Curriculum Area and/or VAE Faculty Field Services Committee	6.1 Same chain of responsibility as in 1.1 to discover need for changes through collection, analysis, and dissemination of data.[3]
		6.2 Final responsibility--Curriculum Coordinator, Administrative Committee, Department Chairman.

[3] It is essential to use these data as feedback leading to possible change. These data could affect changes in (a) competencies, (b) performance objectives, (c) delivery systems, (d) projected student work times, (e) sequencing of objectives in the program, and (f) tests kinds, items, and frequency).

B. THE STUDENT WILL BE:

ACCOUNTABLE FOR:	ACCOUNTABLE TO:	ACCOUNTABILITY IMPLEMENTATION PROCEDURES
1. Evaluating each course and/or cluster of objectives. This evaluation will include: a. student work time required b. sequencing of learning experiences c. tests d. homework e. general recommendations for improvement f. was an opportunity given to achieve all stated performance objectives?	1. The appropriate program committee and himself	1. VAE Undergraduate--graduate committee a. responsible for design of evaluation instrument for course objectives or cluster of objectives b. defining term "cluster of objectives" c. implementing procedures for mandatory evaluation of objectives and optional course content evaluations
2. Evaluating the instructor. This evaluation will include the following aspects: a. knowledge of subject b. clarity of presentation c. allotment of time for questions and answers d. allotment of time for personal reactions of students e. encouragement of creativity and practical applications f. adequacy of advising and counseling g. appropriateness of choice and a variety of delivery systems	2. The instructor	2.1 Instructor responsible for: a. indicating kinds of items to be included in evaluation instrument b. open-ended questions to be included 2.2 Ad Hoc Committee will summarize all suggested items and develop a VAE Departmental form for evaluating individual courses 2.3 Use of instrument is optional

ACCOUNTABLE FOR:	ACCOUNTABLE TO:	ACCOUNTABILITY IMPLEMENTATION PROCEDURES
3. Evaluating himself. This evaluation should consider the following: a. his group participation b. his self-discipline when working alone c. his performance, including (1) quality of work (2) accurate recording of work time d. general summary of his work	3. The instructor	3. Student or student groups will be responsible for developing implementation procedures.

C. THE ADMINISTRATION[4] WILL BE:

ACCOUNTABLE FOR:	ACCOUNTABLE TO:	ACCOUNTABILITY IMPLEMENTATION PROCEDURES
1. Keeping faculty load within established guidelines.	1. VAE Faculty	1. Administration of the VAE Department is the responsibility of the Department Chairman.
2. Allocating available resources and facilities (within budgetary constraints) to support instructor's delivery systems.	2. VAE Faculty	
3. Providing for analysis of instructional data (See "A. Instructor's Accountability Item #5.")	3. Undergraduate Curriculum Committee, COPR Sub-Committee, VAE Faculty	
4. Providing procedures for student instructional evaluations. (See "B. Student Accountability.")	4. VAE Faculty, and the instructors	
5. Providing instruction for cooperating teachers on the VAE Instructional Program.	5. VAE Faculty	
6. Providing in-service education for VAE faculty.	6. VAE Faculty	
7. Communication.	7. VAE Faculty	
8. Initiating with VAE faculty a faculty evaluation process.	8. VAE Faculty	
9. Aiding and assisting VAE faculty in developing and writing research proposals for high priority items.	9. VAE Faculty	

[4]Administration: Defined as the Director of the VAE Department and the Administrative Committee in a memorandum to J. W. Menge, Dean, College of Education, December 21, 1970.

II. PROCESS ACCOUNTABILITY

There are many processes and procedures that a group of people must follow to achieve a common goal in an organized, efficient way. Each VAE instructor, student, and administrator must also be accountable for completing these processes and following the procedures agreed upon by the staff as a whole. The following section outlines these types of responsibilities.

A. THE INSTRUCTOR WILL BE:

ACCOUNTABLE FOR:	ACCOUNTABLE TO:	ACCOUNTABILITY IMPLEMENTATION PROCEDURES
1. Following all procedures outlined in the "Intern Teaching Handbook" When supervising intern teachers. Selected examples would be: a. insuring that the cooperating teacher follows all specified procedures. b. attending and participating in all Intern Teaching Seminars. c. completing the required number of observations and submitting forms for each observation according to specified time limits. d. cooperating with the Field Services Committee. e. making recommendations for process changes.	1. Field Services Committee	1. Field Services Committee is responsible for developing policies and procedures for personnel working with intern teachers.
2. The referral interviews, advising students, and formulating their Plans of Work according to the policies and procedures designated in the Faculty Manual. This includes: a. Undergraduate and MAT students b Master's Degree students	2. VAE Administrative Committee	2.1 The VAE Administrative Committee and Curriculum Coordinators keep instructors informed on current policies. 2.2 Plans of Work are received by the Curriculum Coordinators. 2.3 Curriculum Coordinators and instructors review any errors on Plans of Work.

ACCOUNTABLE FOR:	ACCOUNTABLE TO:	ACCOUNTABILITY IMPLEMENTATION PROCEDURES
3. Advising Educational Specialists and Doctoral Students according to procedures recommended by the Graduate Programs Committee.	3. VAE Administrative Committee	3. VAE Administrative Committee will review plans of work and keep VAE Faculty informed on current policies.
4. Keeping office hours according to procedures outlined in the "Faculty Load Report."	4. VAE Administrative Committee	4. The Administrative Committee will: a. develop calendar for office hours b. distribute data on reports received from "Station 4"
5. Participating in faculty committees by: a. regularly attending meetings b. sharing in committee reports c. submitting evaluations and recommendations for future committee work	5. VAE META Committee	5. META Committee will a. prepare the format for committee reports b. formulate policies for submitting committee reports
6. Assuming positions of chairman and/or secretary of faculty committees. These tasks would include: a. calling a sufficient number of committee meetings to meet the committee's objectives b. distributing all minutes and reports to the VAE Faculty c. following all procedures established in the Butzel I Report of the Committee on Standing Committees	6. VAE META Committee	6. META Committee will collect, analyze, and disseminate data which will be utilized as feedback leading to possible change.

A. THE INSTRUCTOR WILL BE:

ACCOUNTABLE FOR:	ACCOUNTABLE TO:	ACCOUNTABILITY IMPLEMENTATION PROCEDURES
7. Attending departmental and curriculum area faculty meetings.	7. VAE Administrative Committee, Curriculum Area	7. VAE Department Chairman, Administrative Committee, and Curriculum Coordinators responsible for submitting calendar of meetings. Attendance at meetings will be recorded in the minutes.

B. THE STUDENT WILL BE:

ACCOUNTABLE FOR:	ACCOUNTABLE TO:	ACCOUNTABILITY IMPLEMENTATION PROCEDURES
1. Adhering to all policies and procedures outlined for students in the "Intern Teaching Handbook." a. completing and submitting specified intern teaching forms. b. contacting the college supervisor immediately if unusual or difficult situations occur in the intern teaching experience.	1. The College Supervisor and Field Services Committee	1.1 The Field Services Committee will acquaint the intern teachers with policies and procedures outlined in the "Intern Teaching Handbook." 1.2 A weekly report for each intern teacher will be submitted to the Curriculum Area Coordinator by the: a. intern teacher b. cooperating teacher 1.3 The intern teacher and cooperating teacher will submit a progress report twice amonth (around the 5th and 20th) to the College Supervisor indicating the intern's growth in achieving performance objectives. a. Reports are due to the Area Curriculum Coordinator on Friday of the week received. b. The Curriculum Coordinator will submit progress reports to the Field Services Committee for filing.

ACCOUNTABLE FOR:	ACCOUNTABLE TO:	ACCOUNTABILITY IMPLEMENTATION PROCEDURES
(#1 continued)		1.4 The Field Services Committee will develop and establish procedures for evaluating intern teachers.[5] 1.5 The Field Services Committee will develop and devise procedures for the distribution, collation, and analysis of intern teaching forms. 1.6 The Curriculum Coordinator and College Supervisor will assume responsibility for arranging a conference with the intern teacher if two unsatisfactory evaluations are received. a. The Field Services Committee will identify procedures for the intern teacher and cooperating teacher to follow when unusual situations arise. b. The College Supervisor will submit a written report to the Curriculum Coordinator or the Field Service Committee. This report will include all data relating to the problem.

[5] All procedures should coincide with those of the College of Education Directed Teaching Office, and in no way be in conflict with same.

B. THE STUDENT WILL BE:		
ACCOUNTABLE FOR:	ACCOUNTABLE TO:	ACCOUNTABILITY IMPLEMENTATION PROCEDURES
2. Reporting change in his plan of work according to procedures agreed upon by the Department.	2. VAE Administrative Committee	2.1 The Systems Staff will develop policies and procedures for reporting changes in plans of work. 2.2 Submit policies and procedures to VAE Faculty for approval.

C. THE ADMINISTRATION WILL BE:

ACCOUNTABLE FOR:	ACCOUNTABLE TO:	ACCOUNTABILITY IMPLEMENTATION PROCEDURES
1. Providing the opportunity for faculty input in decision making affecting the VAE Department.	1. VAE Faculty	
2. Providing rationale for decisions affecting the VAE program.	2. VAE Faculty	
3. Interpreting and implementing the VAE program.	3. Dean of the College of Education	
4. Insuring within policies and procedures that VAE faculty preferences are considered in terms of: a. teaching assignments b. classrooms c. time of instruction d. faculty load per quarter e. committee assignments	4. VAE Faculty	The VAE Department Chairman will assume responsibility for implementing this section of the Accountability Model.
5. Initiating planning to meet faculty priorities.	5. VAE Faculty	

III. PROFESSIONAL ACCOUNTABILITY

There are many aspects of an academic position for which the Instructor is accountable. These components are evidenced in the professional responsibilities relating to the VAE Department, the College of Education, Wayne State University, and to organizations and groups outside of the academic environment. In addition, it is hoped that our students, preparing for the role of a teacher, will also assume and demonstrate professionalism.

A. THE INSTRUCTOR WILL BE:

ACCOUNTABLE FOR:	ACCOUNTABLE TO:	ACCOUNTABILITY IMPLEMENTATION PROCEDURES
1. Demonstrating professional ethics.		1. The VAE Faculty has accepted the NEA Code of Ethics as the guide to follow in demonstrating professionalism.
2. Demonstrating committment to the VAE Department and the teaching profession. 3. Attending College of Education faculty meetings. 4. Sharing ideas with others through discussion, writing, contributing class materials, etc. 5. Representing Wayne State University in the field. 6. Maintaining those competencies expected of VAE students.	Himself, students, Administration, College of Education, Wayne State University, and the community. This accountability includes all items listed under "Accountable For."	

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B. THE STUDENT WILL BE:

ACCOUNTABLE FOR:	ACCOUNTABLE TO:	ACCOUNTABILITY IMPLEMENTATION PROCEDURES
1. Demonstrating professional ethics.	1. The VAE Faculty, WSU College of Education	1. The VAE Faculty has accepted the the NEA Code of Ethics as the guide to follow in demonstrating professionalism.
2. Supporting a professional organization.	2. Students, VAE Faculty	

C. THE ADMINISTRATION WILL BE:

ACCOUNTABLE FOR:	ACCOUNTABLE TO:	ACCOUNTABILITY IMPLEMENTATION PROCEDURES
1. Demonstrating professional ethics.	1. Students, colleagues, VAE Faculty, WSU College of Education	1. The VAE Faculty has accepted the NEA Code of Ethics as the guide to follow in demonstrating professionalism.
2. Providing for individual conferences for students and/or faculty if requested.	2. VAE Faculty, students	
3. Providing equal treatment among all staff members.	3. VAE Faculty	
4. Demonstrating a loyalty to VAE's staff and students	4. VAE Faculty, students	
5. Demonstrating professional leadership by: a. promoting and obtaining funds for new programs b. reporting VAE accomplishments on national, state, and local levels.	5. VAE Faculty, WSU College of Education	